

# Scope and Sequence

Unit	Topic Presentation	Language Arts
<b>1</b> Artistic Expression What inspires us?	<b>Input</b> Performing arts <b>21st Century Skills</b> Communication: Recording an Ad	<b>Input</b> Play: <i>Being Billy Elliot</i> <b>Grammar</b> Indefinite Pronouns <b>Writing</b> Biographic Sketch
<b>2</b> Personal Autonomy What is good planning?	<b>Input</b> Explorers and their achievements <b>21st Century Skills</b> Creativity: Across the American Continent in 18 Days	<b>Input</b> Myth: <i>The Legend of Hercules</i> <b>Grammar</b> Narrative Tenses <b>Writing</b> How-to Essay
<b>3</b> Self-Awareness What are our talents?	<b>Input</b> Innate and learned talents <b>21st Century Skills</b> Collaboration: Four Weeks to Improve Your Skills	<b>Input</b> Graphic Novel: <i>Better Together</i> <b>Grammar</b> <i>Could, Couldn't, and May + Verb</i> for Possibility <b>Writing</b> Storyboard
<b>4</b> Global Awareness Why are traditions important?	<b>Input</b> Indigenous peoples in America <b>21st Century Skills</b> Creativity: Creating a New Tradition	<b>Input</b> Historical Narrative: <i>Friar Bernardino</i> <b>Grammar</b> Relative Pronouns <b>Writing</b> Traditional Tale
<b>5</b> Environmental Awareness How can we use energy responsibly?	<b>Input</b> Energy <b>21st Century Skills</b> Critical Thinking: Using Energy Wisely	<b>Input</b> Science Fiction Story: <i>A Smart Planet</i> <b>Grammar</b> <i>Too + Adjective / (Not) Adjective + Enough</i> <b>Writing</b> Research Report
<b>6</b> Social Justice Why do people migrate?	<b>Input</b> Migration <b>21st Century Skills</b> Critical Thinking: For Every Problem, A Solution	<b>Input</b> Personal Narrative: <i>Our Country</i> <b>Grammar</b> Past Simple and Present Perfect <b>Writing</b> Compare-and-Contrast Essay
<b>7</b> Health Why is being healthy important?	<b>Input</b> Health and illness <b>21st Century Skills</b> Communication: A Class Survey	<b>Input</b> Modern Fiction: <i>Friends for the Final</i> <b>Grammar</b> Reported Speech <b>Writing</b> Opinion Essay
<b>8</b> Financial Education How can we plan our budget?	<b>Input</b> Using your money <b>21st Century Skills</b> Critical Thinking: Planning a Monthly Budget	<b>Input</b> Folktale: <i>The Crane Wife</i> <b>Grammar</b> <i>Used to</i> for Past Habits <b>Writing</b> Response to Literature
<b>9</b> Community Life How can we help the community?	<b>Input</b> Organizations that work to solve conflicts <b>21st Century Skills</b> Collaboration: Proposing Solutions Together	<b>Input</b> Modern Fiction: <i>A New York Adventure</i> <b>Grammar</b> Modals of Deduction <b>Writing</b> Adventure Story

## Everyday English

## SEE THE CHANGE Page

<p><b>Input</b> Development of performing arts into TV  <b>Grammar</b> Reflexive Pronouns  <b>Speaking</b> Sharing sources of inspiration  <b>Vocabulary</b> <i>cartoons, comedy, concert, documentary, drama, musical, reality show</i></p>	<p><b>UNICEF Transferable Skills:</b>  <b>Social skills</b>  A Bulletin Board: What Inspires Us</p>	<p>22</p>
<p><b>Input</b> Choosing a profession  <b>Grammar</b> Present, Past, and Future  <b>Speaking</b> Sharing and commenting on other people's plans  <b>Vocabulary</b> <i>doctor, engineer, inventor, lawyer, mechanic, pilot, programmer, scientist</i></p>	<p><b>UNICEF Transferable Skills:</b>  <b>Cognitive skills</b>  A Graphic Organizer: A Plan of Action for My Future</p>	<p>54</p>
<p><b>Input</b> How we all develop unique abilities  <b>Grammar</b> <i>Can</i> and <i>Could</i> for Polite Requests  <b>Speaking</b> Play a game about helping each other  <b>Vocabulary</b> <i>debate, drive, give a speech, organize, read, repair, sprint, translate</i></p>	<p><b>UNICEF Transferable Skills:</b>  <b>Emotional skills</b>  A Comic Book Cover: What are our superpowers?</p>	<p>86</p>
<p><b>Input</b> How people celebrate around the world  <b>Grammar</b> Past Passive  <b>Speaking</b> A podcast about traditions  <b>Vocabulary</b> <i>birth, birthday, feast, funeral, holiday, parade, wedding</i></p>	<p><b>UN Sustainable Development Goal 2: Zero hunger</b>  A Graphic Organizer: Eating with Our Ancestors</p>	<p>118</p>
<p><b>Input</b> Saving energy at home  <b>Grammar</b> Second Conditional  <b>Speaking</b> An environmental campaign  <b>Vocabulary</b> <i>taking shorter showers, turning off lights, playing video games</i></p>	<p><b>UN Sustainable Development Goal 7: Affordable and clean energy</b>  A Campaign: Save Energy</p>	<p>150</p>
<p><b>Input</b> Community services  <b>Grammar</b> <i>Get Things Done/Have Things Done</i>  <b>Speaking</b> Conversation about moving to your town  <b>Vocabulary</b> <i>cut your hair, fix your computer, groom your dog, print your homework</i></p>	<p><b>UN Sustainable Development Goal 16: Peace, justice and strong institutions</b>  A Leaflet: Migration in My Country</p>	<p>182</p>
<p><b>Input</b> Staying healthy  <b>Grammar</b> Reported Speech  <b>Speaking</b> Give and receive advice for how to reduce stress  <b>Vocabulary</b> <i>cough, headache, itching, nausea, pain, runny nose, sore throat</i></p>	<p><b>UN Sustainable Development Goal 3: Good health and well-being</b>  A Poster: Top Ten Ways to Stay Healthy</p>	<p>214</p>
<p><b>Input</b> Saving  <b>Grammar</b> Second Conditional  <b>Speaking</b> Make and share a budget  <b>Vocabulary</b> <i>allowance, chores, spend, waste, borrow, lend, discount, money, save</i></p>	<p><b>UN Sustainable Development Goal 12: Responsible consumption and production</b>  A Pie Chart: What do I spend?</p>	<p>246</p>
<p><b>Input</b> Helping the community  <b>Grammar</b> Direct and Indirect Questions  <b>Speaking</b> Announcement for a program to improve your community  <b>Vocabulary</b> <i>homeless shelter, volunteer, bake sale, donation, orphanage, charity</i></p>	<p><b>UN Sustainable Development Goal 10: Reduced inequalities</b>  A Poster: Helping My Community</p>	<p>278</p>